

# **English Language Proficiency and Core Content Standards: Linking Documents for the Instruction of English Language Learners**

## **English Language Arts**

## **Charting a Course for English Language Learners (ELLs) to Access the K-12 English Language Arts (ELA) Curriculum**

ELLs need sustained English language development through high quality instruction appropriate for second language acquisition. *The Michigan English Language Proficiency Standards and Benchmarks* is the foundation for the development and implementation of a systematic program of English instruction for ELLs so they can strengthen their knowledge and skills to successfully participate in all areas of the general education content curriculum. (See APPENDIX C)

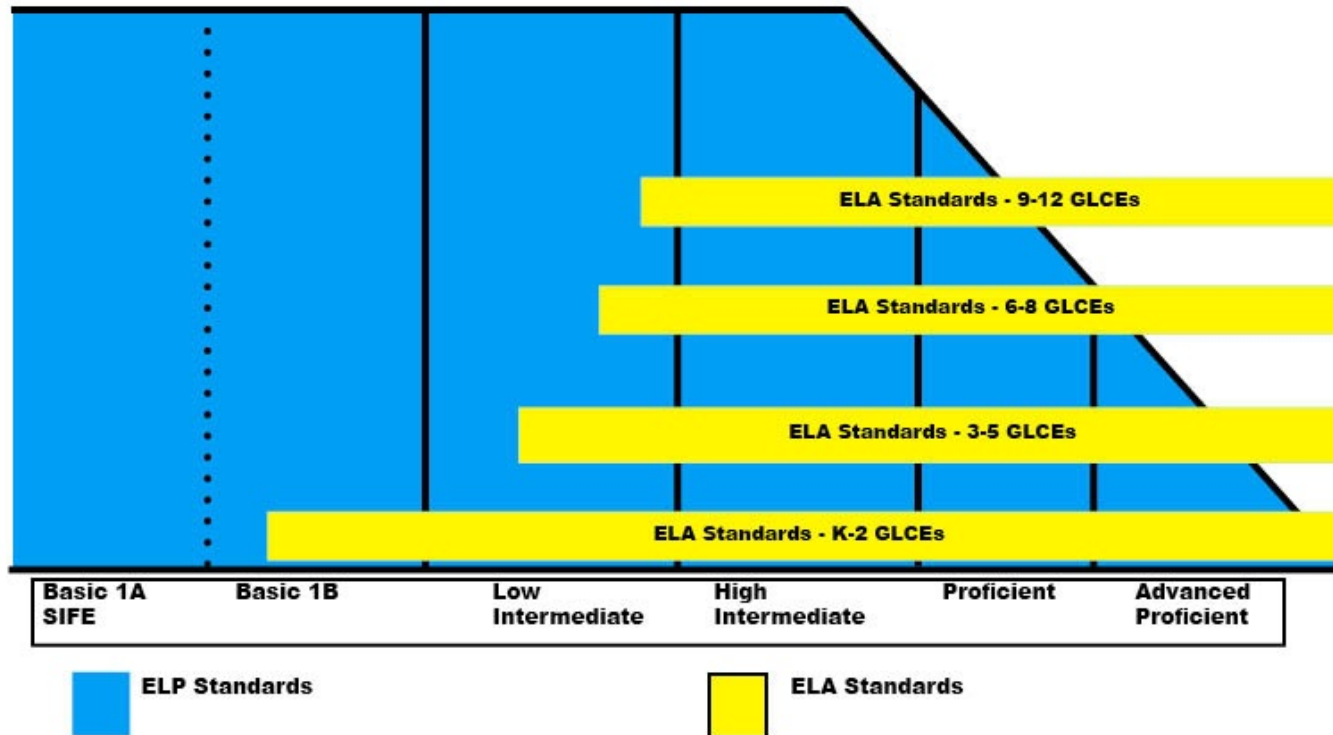
The ability of ELLs to comprehend and participate in classroom instruction requires the development of English language skills. ELLs need to have sufficient foundational second language proficiency in the four domains (listening, speaking, reading and writing) to fully participate in an ELA classroom curriculum. For this reason, ELLs at the Basic (Levels 1A and 1B) level require a comprehensive curriculum based on the English Language Proficiency (ELP) Standards and benchmarks. ELLs at the Low-intermediate level (ELP 2) at grades K-2 are more able to transition into grade level classroom content because the academic demands of the curriculum are aligned to literacy development. However, ELLs at the Low Intermediate level (ELP 2) in grades 3-12 are likely to need much more direct ESL instruction before they are able to successfully demonstrate comprehension of grade level classroom content.

To fully access the ELA curriculum at grade level, ELLs need:

- adequate time participating in a thoughtfully designed and rigorous ESL curriculum;
- instruction aligned to the curriculum and standards; and
- an educational plan to transition them into English Language Arts classrooms.

## Integration of ELP Standards and ELA GLCEs and HSCEs

ELP Standards provide foundational skills and knowledge necessary for ELLs to achieve the ELA Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCEs). The following chart illustrates an overview of the relationship between the ELP Standards and the ELA GLCEs and HSCEs.



## High School ELL students and ELA HSCEs

For ELL students to earn required high school ELA credits for graduation, ELA course curriculum must be designed to provide students with standards-based instruction using both ELP Standards and ELA HSCE correlated to different levels of English language proficiency. (SEE APPENDIX A). The following guidelines may be helpful when considering the curriculum and instructional needs of high school ELL students.

**Basic** ELL students do not speak, understand, read or write English sufficiently to authentically participate in general education 9<sup>th</sup> -12<sup>th</sup> grade ELA courses required for graduation because the courses are conducted solely in English. ELA teachers cannot be expected to modify general education 9<sup>th</sup> -12<sup>th</sup> grade ELA courses for Basic/Level 1 ELL students. Rather, the ELP Standards in all domains (listening, speaking, reading, writing) should be the basis of an ESL curriculum that will build the foundational English skills necessary for these ELL students to participate in high school ELA courses they will take in the future.

**Low Intermediate** ELL students are in the process of developing social English proficiency and are at the early stage of developing academic language skills necessary to authentically participate in general education 9<sup>th</sup> -12<sup>th</sup> grade ELA courses required for graduation. Highly qualified (HQ) high school ELA and ESL teachers would be expected to significantly modify general education 9<sup>th</sup> -12<sup>th</sup> grade ELA courses based on ELP standards (Low Intermediate/Level 2) to continue the development of English proficiency while beginning to incorporate essential ELA grade level HSCEs.

**High-intermediate** ELL students may appear to be fluent social English speakers. However, to fully participate in general education 9<sup>th</sup> -12<sup>th</sup> grade ELA courses required for graduation, it is essential for them to continue to purposefully develop academic English language skills in all domains (listening, speaking, reading, writing). Highly qualified (HQ) high school ELA and ESL teachers recognize the need to ensure that ELLs develop strong academic English language proficiency while concurrently being challenged by rigorous expectations in an ESL/ELA curriculum that prepares them for graduation.

**Proficient** ELL students are usually enrolled in general education 9<sup>th</sup> -12<sup>th</sup> grade ELA courses. Teachers should keep in mind that these ELL students are reading and writing below grade level, so they continue to need support and language development to demonstrate achievement of the ELA HSCEs.

**Secondary Level ELLs:  
Estimated Correlation between ELP Levels and K-12 Grade Level Reading**

English Language Proficiency Levels	K-12 Grade Level Reading →												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Level 1A</b> (ELPA Basic)	XX	XX											
<b>Level 1B</b> (ELPA Basic)		X	XX	XX									
<b>Level 2</b> (ELPA Low Intermediate)			X	XX	XX	X							
<b>Level 3</b> (ELPA High Intermediate)				X	XX	XX	X						
<b>Level 4</b> (ELPA Proficient)						X	XX	XX	X				
<b>General Education English</b> (ELPA Advanced Proficient)							X	XX	XX	XX	XX	X	X

## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b><i>Kindergarten ELA Strand and Domains</i></b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Recognize high frequency written vocabulary based on student's oral language  Demonstrate directionality by tracking print from left to right, and using return sweep	Use text features, such as illustrations, to enhance comprehension	Connect prior knowledge and personal experience to text
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Write the English alphabet using upper and lower case  Copy words	Make a picture dictionary/alphabet book of high frequency nouns and action verbs	Write a brief personal narrative including visual support
<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards S.1-S.8	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards S.1-S.8	Ask and answer basic questions using phrases and simple sentences  Discuss a class topic with a partner or in a small group	Request information of classmates and teacher to clarify classroom activities and assignment  Retell a story	Narrate a personal experience  Predict what will happen next in a story

<p><b>Listening and Viewing</b> Conventions Response</p>	<p>ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A</p> <p>ELP Standards L.1-L.6</p>	<p>ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A</p> <p>ELP Standards L.1-L.6</p>	<p>Understand and follow simple one and two step directions</p> <p>Demonstrate appropriate behavior while listening attentively to presentations</p>	<p>Listen attentively to stories and identify key ideas</p> <p>Ask clarifying questions about an oral or media presentation</p>	<p>Listen attentively to stories or oral presentations and identify main idea and supporting details</p>
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## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b>1<sup>st</sup> Grade ELA Strand and Domains</b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Demonstrate elements of story structure and sequence  Recall two details of text	Associate personal experience with text (text-to-self)	Recognize the meaning of words encountered frequently in grade level reading and oral contexts
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Demonstrate an awareness of punctuation, capitalization and spacing between words in complete simple sentences	Organize and write about events in your life from earliest to most current	Write a personal narrative using sequence words to show beginning, middle, and end of the story
<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards S.1-S.8	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards S.1-S.8	Ask and answer instructional questions using simple sentences	Participate actively in cooperative group activities and projects	Speak effectively using appropriate eye contact, posture and use of realia or visuals
<b>Listening and Viewing</b> Conventions Response	ELP Standards and benchmarks in Listening Level 1 provide the	ELP Standards and benchmarks in Listening Level 1 provide the	Orally identify main points of simple conversations and	Understand age-appropriate social discourse with occasional	Listen to the comments of a peer on a topic and add a



	<p>foundation for the core ELA program for Basic 1A</p> <p>ELP Standards L.1-L.6</p>	<p>foundation for the core ELA program for Basic 1A</p> <p>ELP Standards L.1-L.6</p>	<p>stories read aloud</p> <p>Respond appropriately and courteously to directions and questions</p>	<p>repetition and rephrasing</p> <p>Perform most uncomplicated classroom tasks when prompted</p>	<p>connected idea</p> <p>Clarify classroom assignments with teacher and/or peers</p>
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## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b>2<sup>nd</sup> Grade ELA Strand and Domains</b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Participate in discussions describing characters, setting, setting, events, and plot	Make connections between prior knowledge, personal experiences, and what is read.	Identify and describe characters, actions, motivations, setting, problem/solution, and sequence of events
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Write the English alphabet legibly in cursive using upper and lower case  Support a central idea with relevant details and examples	Prewriting: Plan ideas through independent organizing activities such as, listing, webbing, clustering, sequencing	Correctly spell frequently encountered words  Draft a coherent piece with appropriate grammar
<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards S.1-S.8	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards S.1-S.8	Give simple oral report  Participate in guided discussions	Participate in conversation on social topics by asking and requesting information  Respond to messages by asking questions, challenging statements or offering example that affirm the	Speak effectively using appropriate tone of voice and intonation patterns in narrative and informational presentations  Talk about experiences using expanded vocabulary, descriptive words

				message	and paraphrasing
<b>Listening and Viewing</b> Conventions Response	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	Follow simple three or four step oral directions to complete a classroom task  Use age-appropriate social conventions that characterize the new culture while listening, such as eye contact, physical proximity and turn taking	Understand age-appropriate discourse with occasional repetition and rephrasing	Ask appropriate questions for clarification and understanding of a presentation or report

## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b>3<sup>rd</sup> Grade ELA Strand and Domains</b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Use context clues as a strategy to figure out meaning of unfamiliar words and phrases  Restate facts and details of text	Recognize simple idioms and figures of speech  Compare and contrast characters; describe setting and events in text	In context determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary and literary terms using strategies and resources
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Use thematic and content specific vocabulary introduced in the classroom for writing across the curriculum	Select words from an expanded personal vocabulary to accurately communicate ideas clearly and concisely across the curriculum	Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers) to generate sequence and structure ideas
<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards S.1-S.8	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards S.1-S.8	Make requests relevant to the teaching and learning process (homework instructions, classroom tasks)  Retell stories and participate in short	Understand and interpret the significance of gestures, facial expressions and body language  Speak clearly and comprehensibly by using standard English	Talk about experiences using expanded vocabulary, descriptive words and paraphrasing  Use idiomatic expressions appropriately

			conversations	grammatical forms, pronunciation, phrasing and intonation	
<b>Listening and Viewing</b> Conventions Response	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	Rephrase the major ideas and supporting evidence in spoken messages	Identify main idea and fact versus fiction in broadcast media	Retell what a speaker said, paraphrasing and explaining the main idea  Listen attentively to more complex stories/information on new topics to identify the main points and supporting details

## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b>4<sup>th</sup> Grade ELA Strand and Domains</b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Participate in discussion describing characters, setting, events and plot	Describe the development of plot and how conflicts are addressed and resolved	Identify and describe the structure, elements and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Write several sentences using key words available in the classroom environment  Revise writing for expanded word choice and organization with variation and grammatical forms  Write sentences from dictation with more conventional spelling of familiar words	Write a cohesive paragraph that develop a central idea with consistent use of standards English grammatical forms including a variety of sentence types  Write with consistent use of spelling patterns and rules	Proofread and edit writing using appropriate references (dictionary, spell check, grammar check) and grade level checklists both individually and in groups

<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards S.1-S.8	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards S.1-S.8	Prepare and deliver short oral presentations  Participate in social conversations with peers and adults by asking and answering questions and requesting information	Prepare and ask basic interview questions and respond to them  Participate in social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and requesting information	Engage in interactive, extended discourse to social construct meaning in book clubs, literature circles, partnerships and other conversation protocols.
<b>Listening and Viewing</b> Conventions Response	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	Listen attentively to stories or content information and identify key details and concepts using verbal and non-verbal responses  Identify the main idea and some supporting detail of oral presentations, familiar literature and key concepts of subject matter content	Listen attentively to stories or content information and identify key details and concepts using verbal and written responses	Ask substantive questions of a speaker that will provide additional elaboration and details

## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b>5<sup>th</sup> Grade ELA Strand and Domains</b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Distinguish between fact and opinion in informational text	Summarize information or narrative selections	Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Write several sentences in paragraph format using indentation	Write three paragraphs including a beginning, middle and end on a prompt/theme  Organize, record, and summarize expository information for posters and presentations for literature and content area subjects	Write and essay or narrative demonstrating control of paragraph formation
<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B	Recognize some gestures, facial expressions and body language  Speak	Understand and interpret gestures, facial expressions and body language  Speak clearly and	Produce appropriate gestures, facial expressions and body language  Speak effectively



	ELP Standards S.1-S.8	ELP Standards S.1-S.8	understandably with an awareness of English intonation and phonological patterns	comprehensibly by using standard English grammatical forms, pronunciation, phrasing and intonation	using varying modulation, volume , and pace of speech, to indicate emotions, create excitement, and emphasize meaning in narrative and information presentations
<b>Listening and Viewing</b> Conventions Response	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	Understand the major idea and supporting evidence in spoken messages	Identify main ideas of fact and fiction in broadcast media	Respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions

## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b>6<sup>th</sup> Grade ELA Strand and Domains</b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Recognize basic English syntax (sentence structure) and grammar to derive meaning  Collect and organize information using a resource other than the textbook for presentations and/or projects	Use knowledge of complex syntax and grammatical features to derive meaning from narrative text  Collect and organize information from multiple resources for presentations and/or projects	Apply knowledge of complex syntax and advanced grammatical features to derive meaning from text  Evaluate and synthesize information from multiple sources for use in presentations and/or projects
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Write friendly letters, formal letters, thank you letters and invitations that address audience concerns, stated purpose, and context using conventional letter format.	Write simple compositions that address a single topic that include supporting sentences with concrete sensory details of people, places, things and experiences	Write a personal, persuasive, or comparative essay that includes organizational patterns supporting key ideas
<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards S.1-S.8	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards S.1-S.8	Identify orally the main points of simple conversation and stories that are read aloud	Formulate and pose questions during class discussion	Discuss written narratives that include a variety of literacy and plot devices (e.g. ...point of view, sensory details, dialogue...)

<p><b>Listening and Viewing</b> Conventions Response</p>	<p>ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A</p> <p>ELP Standards L.1-L.6</p>	<p>ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A</p> <p>ELP Standards L.1-L.6</p>	<p>Identify some supporting details from a variety of media messages</p>	<p>Identify the main ideas, points of view, and fact/fiction in broadcast and print media</p>	<p>Listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions</p>
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## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b>7<sup>th</sup> Grade ELA Strand and Domains</b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Participate in discussions describing characters, setting, events and plot  Use strategies to read text (preview, predict, question while reading, reread, and self-correct)	Describe the development of plot and identify how conflicts are addressed and resolved  Make connections between prior knowledge, personal experiences, and what is read	Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes  Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Write simple compositions such as descriptions, compare/contrast that have a main idea and some supporting details	Write a brief expository composition that includes a thesis and some points of support; provide information from primary sources organize and record information on charts and graphs	Write a research report using a wide variety of resources that includes appropriate organizational patterns, (e.g. position statement and supporting evidence...), descriptive language and informational text features

<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards S.1-S.8	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards S.1-S.8	Participate in social conversations with peers and adults on familiar topics by asking and answering questions and requesting information	Demonstrate understanding of idiomatic expressions by responding to and using them appropriately	Speak effectively using slang, dialect and colloquial language suitable to create interest and drama in narrative and informational presentations
<b>Listening and Viewing</b> Conventions Response	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	Identify some supporting details from a variety of media messages	Evaluate a spoken message in terms of its content, credibility and delivery	Evaluate the creditability of a speaker by determining whether the speaker's point of view is biased or not

## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<b><i>8<sup>th</sup> Grade ELA Strand and Domains</i></b>	<b>Basic ELP Level 1A</b>	<b>Basic ELP Level 1B</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>Reading</b> Word Recognition Word Study Fluency Narrative text Informational Text Comprehension Metacognition Critical Standards Reading Attitudes	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards R.1-R.10	ELP Standards and benchmarks in Reading Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards R.1-R.11	Use text features such as illustrations, diagrams, charts, glossaries, and indexes to draw information from text  Collect and organize information using a resources other than the textbook for presentations or projects	Apply information using table of contents, index, chapter headings, diagrams, keys, charts, tables, pictures, maps, graphs and glossary  Collect and organize information from multiple resources other than the textbook for presentations or projects	Evaluate and synthesize information from multiple sources for use in presentations and/or projects  Explain how authors use text features including graphics, author's pages, prefaces and marginal notes to enhance the understanding of central key and supporting ideas
<b>Writing</b> Genre Process Personal Style Grammar and Usage Spelling Handwriting Writing Attitude	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards W.1-W.8	ELP Standards and benchmarks in Writing Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards W.1-W.8	Use print or technology resources to write a simple informative paper  Use accepted format (including quotation and reference notes) to credit sources of information	Develop questions to guide research  Collect information, take notes, and synthesize information on a given topic from a variety of resources	Compile written ideas and representations in to reports, summaries, or other formats and draw conclusions  Formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter arguments that

					culminate in a presented final project using the writing process
<b>Speaking</b> Conventions Discourse	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards S.1-S.8	ELP Standards and benchmarks in Speaking Level 1 provide the foundation for the core ELA program for Basic 1B  ELP Standards S.1-S.8	Give directions and instructions to classmates  Participate in classroom discussions  Answer instructional questions with supporting details	Respond to messages by asking questions, challenging statements, or offering examples that affirm the message	Vary speech according to purpose, audience and subject matter  Speak effectively using body language including gestures, posture, facial expressions, tone of voice, and pace of speaking to enhance meaning and influence in narrative and informational presentations
<b>Listening and Viewing</b> Conventions Response	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	ELP Standards and benchmarks in Listening Level 1 provide the foundation for the core ELA program for Basic 1A  ELP Standards L.1-L.6	Identify some supporting details form a variety of media messages	Infer speaker's messages, purposes and perspectives	Critique accuracy the intent of media presentations

## ELP & ELA Intersection Grid

This chart shows the intersections of Stands and Domains shared by the ELP Standards and ELA HSCEs. The acquisition of language skills (listening, speaking, reading, writing) occur simultaneously and interdependently as learners use English effectively in a variety of social and academic settings. This means that English Language Learners (ELLs) need to actively participate in an ESL curriculum that provides learning opportunities that are purposefully designed for the acquisition of English skills. The high school performance descriptors included in this Linking Document come from the ELP Standards and reflect key expectations from the ELA HSCEs.

	ELP Domain 1: Listening	ELP Domain 2: Speaking	ELP Domain 3: Reading	ELP Domain 4: Writing
ELA Strand 1: Writing, Speaking & Visual Expression		X		X
ELA Strand 2: Reading, Listening and Viewing	X		X	
ELA Strand 3: Literature & Culture		X	X	
ELA Strand 4: Language		X		X



## Michigan English Language Arts Linking Document to English Language Proficiency Levels

<i>9<sup>th</sup>-12<sup>th</sup> Grade ELA Strands and Standards</i>	<b>Basic ELP Level 1A (Appendix C)</b>	<b>Basic ELP Level 1B (Appendix C)</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<b>STRAND 1</b> <b>Writing, Speaking and Expressing</b> <b>1.1 Writing process</b> 1.2 Personal Growth <b>1.3 Purpose and Audience</b> <b>1.4 Inquiry and Research</b> 1.5 Finished products	ELL students do not speak, understand, read or write English sufficiently to authentically participate in general education 9 <sup>th</sup> -12 <sup>th</sup> grade ELA courses  The ELP Standards in all domains (listening, speaking, reading, writing) should be the basis of an ESL curriculum that will build the foundational English skills necessary for these ELL students to participate in high school ELA courses they will take in the future		<b>Writing process</b>  W.5.2.a Prewriting: Use graphic organizers as a prewriting activity to demonstrate prior knowledge, add information and prepare to write  W.5.2.b Drafting: Use simple sentences to follow an outline or graphic organizer to create a draft of a paragraph  W.5.2.c Revising: Revise draft by elaborating text with expanded use of adjectives, adverbs and a variety of sentence structures  W.5.2.d Revising:	<b>Writing process</b>  W.5.3.a Prewriting: Plan ideas through independent organizing activities such as listing, webbing, clustering, sequencing, and classifying in English  W.5.3.b Drafting: Develop a draft by organizing ideas into sentences and paragraphs following an organizational plan  W.5.3.c Revising: Revise writing by adding, elaborating, combining, deleting, and rearranging text  W.5.3.d Editing: Edit writing to	<b>Writing process</b>  W.5.4.a Prewriting: Use planning strategies to organize information, generate ideas, and develop voice  W.5.4.b Drafting: Develop a draft independently by organizing and reorganizing content and by refining style to suit occasion, audience and purpose  R.5.4.c Revising: Revise writing for appropriate word choice, consistent point of view, introductions, transitions, and conclusions  R.5.4.d Editing: Edit writing for

		<p>Revise writing for expanded word choice and organization with variation in grammatical forms</p> <p>W.5.2.e Editing: Edit draft for basic grammatical constructions; expand use of adjectives and adverbs; check for singular and plural agreement</p>	<p>ensure use of grammar conventions</p>	<p>developmentally appropriate syntax, spelling, grammar, usage, and punctuation</p>
		<p><b>Purpose and Audience</b></p> <p>S.7.2.b Retell stories and participate in short conversations</p>	<p><b>Purpose and Audience</b></p> <p>S.7.3.a Prepare and deliver short presentations on ideas, images and topics obtained from various common sources</p>	<p><b>Purpose and Audience</b></p> <p>S.7.4.a Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transitions, and appropriate conclusions</p>
		<p><b>Inquiry and Research</b></p> <p>W.7.2.a Identify questions for</p>	<p><b>Inquiry and Research</b></p> <p>W.7.3.a Develop questions to guide</p>	<p><b>Inquiry and Research</b></p> <p>W.7.4.a Formulate</p>

		<p>investigating a given topic</p> <p>W.7.2.b Use print or technology resources to write a simple informative paper</p> <p>W.7.2.c Use accepted format (including quotation and reference notes) to credit sources of information</p>	<p>research</p> <p>W.7.3.b Collect information, take notes, and synthesize information on a given topic from a variety of sources</p>	<p>questions, refine topics, and clarify ideas</p> <p>W.7.4.b Compile written ideas and representations into reports, summaries or other formats and draw conclusions</p>
<p><b>STRAND 2</b> <b>Reading, Listening and Viewing</b></p> <p><b>2.1 Strategy development</b></p> <p>2.2 Meaning Beyond the Literal Level</p> <p>2.3 Independent Reading</p>		<p><b>Strategy Development</b></p> <p>R.3.2.b Use meaning clues and language structure to expand vocabulary (pictures, background knowledge, context clues)</p> <p>R.4.2.a Recognize basic English syntax (sentence structure) and grammar to derive meaning</p> <p>R.6.2.c Interpret text features such as illustrations,</p>	<p><b>Strategy Development</b></p> <p>R.3.3.d Recognize simple idioms and figures of speech</p> <p>R.3.3.e Identify simple literary terms across a variety of genre (title, author, illustrator)</p> <p>R.4.3.a Apply knowledge of complex syntax (sentence structure) and advanced grammatical features to derive meaning from</p>	<p><b>Strategy Development</b></p> <p>R.3.4.b Recognize simple analogies and metaphors in literature and texts in content areas</p> <p>R.4.4.a Apply knowledge of complex syntax (sentence structure) and advanced grammatical features to derive meaning from content area texts</p>

		<p>diagrams, charts, glossaries, indexes to draw information from text</p> <p>R.6.2.d Use strategies to read text (preview, predict, question while reading, reread, and self-correct)</p>	<p>narrative text</p> <p>R.6.3.a Apply information using table of contents, index, and chapter headings, diagrams, keys, charts, tables, pictures, maps, graphs and glossary</p> <p>R.6.3.b Make connections between prior knowledge, personal experiences and what is read</p>	
<p><b>STRAND 3</b> <b>Literature and Culture</b></p> <p><b>3.1 Close literary reading</b></p> <p>3.2 Reading and response</p> <p>3.3 Text analysis</p> <p><b>3.4 Mass media</b></p>		<p><b>Close literary reading</b></p> <p>R.5.2.a Participate in discussions describing characters, setting, events and plot</p> <p>R.5.2.d Distinguish between fact and opinion in informational text</p>	<p><b>Close literary reading</b></p> <p>R.5.3.a Summarize informational or narrative selections</p> <p>R.5.3.b Compare and contrast characters; describe setting and events in text</p> <p>R.5.3.c Demonstrate knowledge of story structure and sequence</p>	<p><b>Close literary reading</b></p> <p>R.5.4.a Recognize the theme (general observation about life and human nature) within a text</p> <p>R.5.4.b Identify main ideas and supporting details from grade appropriate texts</p>

			<p><b>Mass Media</b></p> <p>L.5.1.a Use age-appropriate social conventions that characterize the new culture while listening, such as eye contact, physical proximity, and turn-taking</p>	<p>R.5.3.d Describe the development of plot and identify how conflicts are addressed and resolved</p> <p><b>Mass Media</b></p> <p>L.5.3.d Identify the main ideas, points of view, and fact/fiction in broadcast and print media</p>	<p><b>Mass Media</b></p> <p>L.5.4.a Identify strategies presented by the media to present information for various purposes, such as perform, entertain or persuade</p> <p>S.1.4.a Draw conclusions from interactions with individuals from other cultures</p>
<i>9<sup>th</sup>-12<sup>th</sup> Grade ELA Strands and Standards</i>	<b>Basic ELP Level 1A (Appendix C)</b>	<b>Basic ELP Level 1B (Appendix C)</b>	<b>Low Intermediate ELP Level 2</b>	<b>High Intermediate ELP Level 3</b>	<b>Proficient ELP Level 4</b>
<p><b>STRAND 4 Language</b></p> <p><b>4.1 Effective Use of the English Language</b></p> <p>4.2 Language Variety</p>			<p><b>Effective Use of the English Language</b></p> <p>S.1.2.a Make requests and obtain information from the</p>	<p><b>Effective Use of the English Language</b></p> <p>S.1.3.a Participate in conversations on social topics by</p>	<p><b>Effective Use of the English Language</b></p> <p>S.1.4.a Draw conclusions from interactions with individuals from</p>

		<p>community</p> <p>S.3.2.a Recognize some gestures, facial expressions and body language</p> <p>S.6.2.a Speak understandably with awareness of English intonation and phonological patterns</p> <p>W.2.2.a Capitalize and punctuate correctly to clarify and enhance meaning (such as capitalizing titles, using possessives, commas in a series, apostrophes and contractions, and abbreviations)</p> <p>W.2.2.b Identify and correctly use subject verb agreement and past, present, and future tenses in writing simple sentences</p> <p>W.2.2.c Demonstrate knowledge of</p>	<p>asking and requesting information</p> <p>S.3.3.a Understand and interpret the significance of gestures, facial expressions, and body language</p> <p>S.6.3.a Speak clearly and comprehensibly by using standard English grammatical forms, pronunciation, phrasing and intonation</p> <p>W.2.3.a Use punctuation and capitalization to enhance meaning and express complex thoughts (such as direct quotes and compound sentences)</p> <p>W.2.3.b Use a variety of parts of speech to clarify writing</p> <p>W.2.3.c Use</p>	<p>other cultures</p> <p>S.3.4.a Produce appropriate gestures, facial expressions and body language</p> <p>S.3.4.b Use idiomatic expressions appropriately</p> <p>S.3.4.c Vary speech according to purpose, audience and subject matter</p> <p>S.6.4.a Demonstrate control of the English phonological system and patterns of intonation when conversing with a native speaker in spontaneous situations</p> <p>W.2.4.a Use punctuation and capitalization to enhance meaning and express complex thoughts to produce complex sentences without sentence</p>
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		<p>negatives and contractions</p> <p>W.2.2.d Demonstrate knowledge of verbs, tenses and modals (auxiliaries), WH-words and pronouns and antecedents</p> <p>W.2.2.e Demonstrate knowledge of parts of speech</p> <p>W.3.2.a Use thematic and content-specific vocabulary introduced in the classroom for writing across the curriculum</p> <p>W.4.2.c Use resources to extend vocabulary choices in writing (bilingual dictionary, thesaurus, English dictionary)</p>	<p>prepositional phrases to elaborate written ideas</p> <p>W.2.3.d Demonstrate knowledge of nominative, objective, and possessive case</p> <p>W.2.3.e Use verb tenses appropriately in present, past, future, perfect and progressive</p> <p>W.3.3.a Select words from an expanded personal vocabulary to accurately communicate ideas clearly and concisely across the curriculum</p>	<p>fragments or run-on sentences</p> <p>W.2.4.b Demonstrate control over grammatical elements, subject-verb agreement, pronoun-antecedent agreement, verbs forms, transitions and parallel construction</p> <p>W.2.4.c Use clauses, phrases and mechanics with consistent variation in grammatical forms</p> <p>W.3.4.a Use vocabulary to convey intended meaning while recognizing the meanings and cultural uses of the other registers in English which are often expressed through colloquialisms, idioms, and other language forms</p>
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